DOCUMENT RESUME

ED 286 045 CE 048 351

AUTHOR Boyd, Sheila; Regner, Christine
TITLE Alternative Education and Employment Preparation for Youth. The Eidos Program.
PUB DATE 87
NOTE 38p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Community Resources; Cooperative Education; *Disadvantaged Youth; *Dropout Programs; Dropouts; Employment Potential; Employment Problems; *Employment Programs; High School Equivalency Programs; Job Search Methods; Job Skills; Outreach Programs; Services; *Work Experience Programs
IDENTIFIERS *Eidos Program NY

ABSTRACT

The Eidos Program, sponsored by the Idyllic Foundation, is a private community-based organization that, with schools and other cooperating agencies and sponsors, helps young people whose needs are not adequately met by existing instituions. The program, which was funded for six months by the Job Training Partnership Act, provided educational and counseling services that are specifically focused to bridge the gaps that exist between the functions of the family, the school, and other agencies. The program was designed to serve 20 disadvantaged youths who had dropped out of school in Rome, New York. The program was given the name of Eidos, which means a "new way of seeing" in Greek. It targets 16- to 21-year-olds who have exhibited patterns of failure in the community, at home, and in school. Eidos provides these youth with highly individualized courses taught by three teachers and preemployment training in a supportive community setting for three hours a day. In addition, students are placed in part-time jobs. Eidos emphasizes promoting each student's sense of self-worth through opportunities for achievement that contribute to the community and their personal growth. (This report contains examples of assessment and evaluation forms used in the administration of the program.) (Author/KC)

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Alternative Education and Employment Preparation for Youth
The Eidos Program

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Sheila Boyd
Christine Regner
(Rome Site)

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The EIDOS Program
An Alternative Approach To Learning
Box 455, Cazenovia, New York 13035

Author: Sheila Boyd, Christine Regner

Title: Alternative Education and Employment Preparation for Youth
The Eidos Program

Abstract:

The Eidos Program whose parent agency is the Idyllic Foundation, is a private community based organization which with schools and other cooperating agencies and sponsers, helps young people whose needs are not adequately met by existing institutions. We provide educational and counseling services that are specifically focused to bridge the gaps that exist between the functions of the family, the school, and other agencies.

The program was given the name of Eidos, which means a "a new way of seeing" in Greek. It targets 16-21 year olds who have exhibited patterns of failure in the community, at home and in school. Eidos provides these youth with highly individualized courses and preemployment training in a supportive community setting for three hours a day. In addition, students are placed in part-time jobs opposite their class time. Eidos emphasizes promoting each student's sense of self worth through opportunities for achievement that contribute to the community and their personal growth.

- Outline -

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Note: they, them, and their are used herein for the third person singular to avoid gender identification.

- Introduction -

One of the challenges of the 1990's has been to meet the needs of teenagers who are a part of and have been affected by great social change. We can no longer address their needs with one solution. Their multifaceted backgrounds and values have altered their perceptions of themselves, as well as their ability to fit into a role in society. One area that raises much of this discord is the traditional school system.

Such a system was designed for mass education, and not to take into account the uniqueness of the individual. To meet the needs of this new student, a non-traditional approach is becoming necessary. The increasing number of high school drop outs reflects the inadequacy of the present system and the need for alternatives.

In response to this need the Eidos program through the Idyllic Foundation, has developed an alternative model that enables hard to serve youth to continue their education. The targeted group are those students who experience trouble in trying to conform to the school's structure and ultimately drop out. Our purpose is to fill this gap that the traditional school system creates. We are able to achieve this in the way we reintroduce students to a learning environment.

The Oneida County Employment Training Office under David Mathis,

funded Eidos to run a pilot program in the city of Rome. The grant was financed using Job Training Partnership Act (JTPA) money and was to run for a six month period. It was designed to serve 20 students who were seen as being at risk. These students were drop outs from the local school and were referred by probation or had had problems in other JTPA funded programs.

Our intention was to turn this negative behavior pattern around. We intervened by introducing a more positive attitude about learning and promoting good work habits. The goal of this effort was to have 80% of this group successfully complete the program which would be measured by either academic gains, passing the GED, returning to school, completing the pre-employment skills, or finding a job. It was our hope to change their inability and desire to conform to the traditional system into recognition of their own individualism.

- Mission Statement -

As a non-traditional alternative educational program, using a four pronged approach: academics, job skills, work experience and counseling; our objective is to reach out and identify youth at risk to provide a positive transition from troubled adolesence to independent adulthood.

- Students -

To understand our mission better, it is necessary to take a closer look at who our participants are and from where they come.

Since the funding source for this program is JTPA (Job Training Partnership Act) we do have to meet income guidelines. The figures used correlate with those of the Department of Social Services. Therefore we target our program to serve youth who are economically disadvantaged.

The majority of students who enter Eidos have already faced and endured numerous conflicts in their lives. These conflicts often lead them into a negative pattern that effects their social, family and educational relationships.

Examples of some of the barriers with which they deal are growing up in single parent families or being single parents themselves, lack of a strong role model, impact of society on welfare recipients, and integrating into the educational norms. From these experiences, the student may develop a defeatist attitude and that is when behavioral problems are likely occur. These actions may lead to legal confrontations, expulsion from school and result in dysfunctional family ties.

Many of our participants have faced one or all of these problems. At this point he or she may have had numerous contacts with school counselors and administrators, and from there come into contact with a host of social service agencies. It is hoped that before the student becomes too detached from school or their family, that they start to connect with the available community resources. The

one that becomes most familiar to them may be the Labor Department Office, then the Department of Social Services, Community Action, Catholic Charities and in the end, the county probation department. This is just a few of the agencies who may be the first ones to come into contact with the student after they drop out of school. As a result most of our referrals are from them.

- Referral -

Once these resources have been identified in a community, we try to target our recruiting. Eidos staff circulate to every agency and school to make them aware of our services and efforts are made to establish a network so that information and referrals are communicated. The case workers, counselors, probation officers and teachers know potential students and may be able to better introduce the idea of Eidos than if we try to reach that student first.

Of course there will still be youth who are going to need outreach from Eidos staff to interest them in the program. If they do not participate in or seek assistance from other parties, our knowledge of them may only be from a drop out list from their school.

- Intake -

Once the youth is made aware of Eidos and has had some contact from staff they may be very hesitant still because of their past

"helping" relationships that did not turn out well. It is important to realize they are assessing you continually to find out if you're genuine or someone else that may fail them.

It also becomes important for staff to realize that since these students are disadvantaged and at risk they will enter the program with other crisis needs than academic or job related. It is necessary then to assist the student in dealing with their immediate concerns prior to the regular classroom activities. This step allows the student to establish a non-traditional student-teacher relationship with staff.

In the initial contact we explain in detail what our program's services are and how we operate. We then interview them to develop a needs assessment. This process is very involving and is best done one-on-one. The assessment begins with counseling the student on past decisions they've made and their ability to reconsider their choices. The students need a second chance to look at themselves and where they're going. Therefore we encourage students right from the start to set their own short term goals that would include objectives that could be met through their participation in Eidos.

For most of our participants the idea of obtaining their GED diploma is the biggest attraction to Eidos. From that point the students then indicate the kind of career area in which they are interested. Once the students realize these goals, they begin to see that the first step to reaching them was their entering Eidos.

The next step is to determine where the student needs to start. This is achieved by administering academic and pre-employment tests. We are using the TABE Test, Holland's Self Directed Search and the Payes Test. Ideally we look for students who score a 7th grade reading level or higher. Those students who score below this point are considered on an individual basis. Once completed, test scores are then reviewed by the student and staff and a time frame for class participation is discussed.

- Classroom/Staffing -

The Eidos classroom is staffed by three adults: the academic teacher, job skills teacher, and the job developer. Each has their own area of expertise in which they are the leader of the team of three and the other two assist. This pattern provides the students with a model for adult behavior in co-operation. All staff are respected equally and individually by the students. This models how the staff relate to the students. All staff are involved in providing some transportation for students to class. Travel time in the car is a real bonus in building good relationships.

The staffing provides the key to the climate of the classroom, (134) which is non-traditional. We emphasize that coming to class is like going to work. We are the students' co-workers. We advise and guide their work. Each of us is responsible for his own behavior and for relating to our co-workers. Most students adjust

quickly to this situation because they have been seeking independence and their individuality. However, some students find this approach unnerving. School has always been a battleground and they are used to thinking and relating in terms of opposition. They are used to and feel secure in the arbitrary nature of class tests and numerical grades. Our system offers no arbitrary opposition to them. Once they understand this, if they are mature enough and in control of themselves, they take charge of their learning.

As the students begin to trust us and to believe that our goals are their goals, a transition takes place from negative to positive energy. Instead of constantly reacting to authority the students begin to take initiative and to integrate authority into themselves. They will even go so far as to critique the behavior and attitudes of other students, and a new style of peer pressure develops. Not competitive as in traditional school settings, but self-knowing and analytical.

The physical arrangement of the classroom is as simple as possible. Students work at tables each seating four. Students locate their own folders and books from shelves and other materials they need. There are some posters and pictorial representation of concepts on the walls to provide some visual stimulation. A blackboard is useful for group instruction. We have a break area with a coffeemaker, a clock, and a daily schedule is posted.

Our schedule is an attempt to maintain regularity and

predictability. It provides for each academic subject to be covered twice a week, job skills four times a week, and a time period for life skills. Each class runs about 3 hours and is divided into 45 minute periods with ten minute breaks between. For our students we have found that a schedule of subjects that progresses from individual, quiet work to group activity works best. If we have a class discussion first thing, it is almost impossible to get them to settle down and concentrate on an individual assignment.

Control in the classroom requires a lot of sensitivity. You have to regard the entering student's expectations. You have to be overtly impervious to shock, receptive to emotions freely expressed, and even be able to avoid frontal attacks or outrageous language. Students will test you by trying to engage you emotionally in disagreements. You must be able to focus on an issue clearly and be able to bring the student back to that issue. You are the model for an adult staying in control of himself and a situation. Success will earn you enormous respect and future co-operation. However, in some ways you must be "crazier" than the students. An element of unpredictability will keep them just a little off balance and will help you avoid their little traps.

Another extremely important tactic in classroom management is the effort to eliminate negative attention. For this reason we have very few rules. The last thing these students need is more rules to defeat them.

The goals of classroom management are to enable the students to develop self-respect, independence, an ability to evaluate themselves and their work, and the power to put these abilities to work to achieve their goals.

- Academics -

Most students enter with the academic goal of passing the GED. The TABE score sheets tell us in which areas the student has skill deficits. These scores are reviewed with the student by the teacher. This gives the students a realistic assessment of their strengths and weaknessses and proves the relevance of assignments made by the teacher.

Skill levels of 6th grade and below in reading and math indicate a remedial level and a pre-GED ability. Such a student must work intensely in reading and math to increase these skills before attempting the other subjects. Care must be taken that the student does not become bored and discouraged. They must be allowed to participate with the rest of the class on some of the other assignments.

For skill levels of 7th and 8th grades assignments are made in the Cambridge GED books for each subject. The objective of this work is to raise skills to the 9th grade level at which the GED is written.

Skill levels of 9th grade or higher indicate that the student is

ready to review skills and prepare for the GED exam itself.

An individual assignment sheet is stapled into each student's folder. It indicates name, entering date and skill levels from the TABE scores. It also lists for each subject area the needs that student has and directly adjacent, the assignment to meet that need. There is also a space to indicate the student's progress. A student with the need to study fractions, for example, would find an assignment listing the appropriate skill level text book, the specific pages to be covered, and usually the instructions to read and do exercises.

These assignments are reviewed with the students so that they see the relevance to the skill needs and the ultimate GED goal. There is range for negotiation in these assignments. If the students are to be nurtured to take ownership of their learning they must be allowed to examine options and make choices. Tests and quizzes are not routine (except for spelling), but are based on mutual agreement of the student and teacher to assess progress in this manner. Because students advance at different rates, most evaluation is done individually. Students feel a sense of accomplishment when they can check off assignments that have been completed. If a student wants or needs a test, a 70% is sufficient for competency and advancement to the next assignment.

This academic exercise becomes a model for the student in dealing with other tasks in life. We do not deal with a traditional concept of failure which connotes finality. We learn that life is constantly changing and evolving. There are always new options

and choices. Once underway, the student-teacher relationship is based on a common goal and mutual respect, and is non-threatening and non-judgmental.

Guidelines for advancement to levels of increasing difficulty are kept flexible. Progress can be judged on progression through assignments, through books of differing skill levels, and through competency in quizzes, post-tests and pre-tests. Students are encouraged to recognize their own strengths and weaknesses, to pace themselves in their work and to evaluate their work. It is necessary to remind them continually of their long term goal of GED or increase of skill levels. This may be some months away, but it may seem too far to them to be relevant.

In order to abate the pressure of teaching to pass one big test, it helps to involve students in discussions and in decision making for the classroom. Field trips are a good diversion. Many games are available which encourage thinking skills and use of logic and strategy. Students like magazines and newspapers and can get involved in current events. It is important to always answer their questions in order to nurture their curiosity. You may be the only person in their lives who is receptive to their questions and unconditionally accepts them. In being curious they can expand their interest in and relationship to the world around them. They need to realize they have power, possibilities, and choices. They have a chance to succeed.

One of the biggest challenges is instruction for the writing sample on the GED. When entering students take the TABE, we ask

them to write a paragraph about why they want their GED. This is all the instruction we give in order to see just exactly what the students can do on their own. Many have no idea of what a paragraph is and this is obvious to us. We also get to see the types of sentence structure, the spelling, vocabulary, punctuation, and general usage the student uses. The ideas expressed also tell us about the student. How the paragraph is organized gives us a clue to how this student approaches a task or thinks something through. We become aware of the student's style.

Since the writing sample on the GED is graded holistically, we follow this in class. At first small errors are not marked, but rather there is emphasis on positive development in the student's style. They are encouraged in their attempts to improve. As the students become more comfortable in class and more trusting of the teacher's criticisms, they are encouraged to reread their own writing to find errors. This is facilitated by alternating work in the English texts with the writing samples. Some time is spent on each aspect each week.

It also helps to develop a series of writing assignments which go one step at a time through the writing process. As students go from brainstorming to topic sentence and supporting details they can begin to orgainze their thinking and think more clearly. This is all very new to most students who simply think as they write and go in circles of generalizations. When they begin to see that written work is organized to increase understanding they can apply this concept to their reading work also.

In the subject areas of reading, math, social studies and science the bulk of learning is done by reading and doing exercises in the books and magazines. Each student has a folder with assignment sheet in which to keep loose papers and a spiral notebook in which to take notes and write out exercises. Most need initial guidance in note taking. Surprisingly they come up with a variety of ways to organize their work. Some will not be able to do this at all and will need assistance in finding where they last left off on a subject or in keeping pages together. Once they take charge of this they are ready to take pride in being in control of their work and being on track toward that GED they prize.

- Job Skills -

In addition to working towards the GED exam, class time is also devoted to pre-employment skills. Our participants have little or no work history and lack the know how to go out and secure a job. These students often need an orientation to basic employer and employee expectations. When a student enters the program they may already realize the necessity for obtaining work and breaking the pattern they're in. This kind of thinking becomes their greatest motivation for continuing with Eidos.

Integration of pre-employment training into the program provides a service for these individuals that they may not have had available to them before. Most public schools introduce career development in the 12th grade. Our participants being drop outs, never reach that point. Many have never given any thought to career fields or

occupations that might interest them. The students we work with live day to day. Thinking of the future means facing changes and taking risks. Disadvantaged youth may feel they've already taken enough risks and guard themselves against the possibilities of more failures.

The goal for pre-employment training is to expose the student to a range of opportunities that actually exist for them. Our first step begins with assessing their awareness for job seeking skills, job keeping, communication skills, and career fields. We also administer the Holland's Self Directed Search which is used to identify values and interest areas. This particular test utilizes the DOT (Dictionary of Occupational Titles) in its final review. This becomes an excellent resource when explaining the numerous career options that are available. Too many students hold such a narrow picture of job choices that they limit it to the ones they know best, such as maintenance and food service.

The pre-employment section of Eidos covers 11 benchmarks that include: career decision making, job openings, resumes, job applications and interviews. These first five categories are worked on in class during the job skill period. They may be done one-on-one by staff and student, or approached as group projects depending upon where in the sequence a youth is working. Some of these steps go rather quickly for students while others take considerable time and effort and cannot be completed alone.

Material is covered in a number of ways in work books, assignment sheets, class lectures, newspapers, guest speakers from local

businesses, and role playing. It is hoped that students will come to recognize the need for appropriate presentation of themselves, as well as gaining a better sense of the skills they have to offer potential employers. They may have lived in situations where decisions were made for them and they were never treated like the adults they are quickly becoming. While in Eidos, we challenge them to practice all of those areas and more. They need to identify their goals and values in order to determine what career area best suits them. Learning how to handle responsibility is important in being successful in class and on the job. They also need to develop their own self-concept to accept and assume their roles as adults.

Through their participation at Eidos the last six benchmarks are continuously being critized and reviewed. These areas are punctuality, attendance, attitude, appearance, interpersonal relations, and task completion. After the student has been enrolled in the program for several weeks an evaluation is made based on these areas. This is reviewed by all the staff and the student to check the areas that need improvement. Evaluations are an ongoing process in addition to the material being covered in class. The student will be seen as successfully completing these six areas when there are positive changes in their behavior and an understanding of the relevance of the benchmarks is demonstrated in the workplace.

- Work Experience -

In making the transition from adolescence to adulthood it is necessary to extend responsibilities beyond the classroom. Providing instruction in areas of life skills these youth have missed is vital to their being able to improve their situations. Equally valuable is the job training Eidos offers.

In conjunction with the county Employment and Training Office, Eidos encourages its students to participate in part time jobs that are arranged by the Eidos job developer. These positions are usually with public non-profit organizations for about three to four hours a day. Wages for the students' hours are covered by JTPA funds as well as workmen's compensation. These placements run no longer than six months for one student and may sometimes be as brief as 2 or 3 months. Length of employment depends upon the individual.

Work experience allows for hands on training in a variety of career fields. For many of our students this is their first job. Information gained from the career decision making benchmark is used to match as closely as possible students' interests with potential jobs. Through this opportunity the student gains first hand knowledge about the world of work. What is taught during job skills can then be put into practice immediately. This not only strengthens their interests in the pre-employment training but their whole view towards the program broadens. When the student begins to realize that the material in class makes sense and is applicable to themselves, they buy into our program a little more seriously. Incorporating a job as part of the Eidos experience fosters their interests and gives momentum to the whole learning

process.

Other benefits students gain from working are soon reflected in their new image of themselves. Success on the job brings a greater self-concept. They are learning, maybe for the first time, a sense of accomplishment. When an assigned task is completed, they can step back and see the result as a positive one, a personal accomplishment. They can take the credit and feel pride in a job well done. For these particular youths this kind of satisfaction was never associated with work done in school. Therefore, the job may be their first positive experience by their own efforts.

Admittedly, the biggest draw for youth to a part time job is the financial reward. One must remember we are working with an economically disadvantaged group, so the thought of extra money is very appealing. This is true for any teenager. With this newly added income, comes the responsibility to manage it correctly. We make a point of spending time in class encouraging students to investigate local banking services and promote consumer awareness. Wherever we can expand on their outside situations in class we attempt to do so. This is our way of demonstrating the reality of learning.

The learning process continues in their work experience as students acknowledge their ability to be productive on a full time basis and develop good work habits. Many of our students come from homes where there may not be role models for becoming a reliable employee. Worksite supervisors along with the job

developer are continually evaluating the students work habits for improvements. As a result the student is constantly being groomed to become the type of employee in which that supervisor feels confident. This then strengthens the relationship between the student and supervisor and may lead to a permanent job or a very favorable future reference.

The last phase of the work experience part of our program is designed for students who successfully complete the pre-employment training. This arrangement is called try out employment and is done solely with private sector employers. This is an opportunity for area employers to try out a potential employee for a probationary period of 250 hours. During that time the student's wage is covered by the county Employment and Training Office. To reach this point the student has already put in alot of time and effort in meeting the benchmark requirements. They have usually been working in Eidos for at least 3 to 4 months before the opportunity of try out is offered to them. The try out arrangement offers them the chance to secure a job in a business in which they are interested. If the placement is a success after 250 hours, the employer puts the student on the payroll. This is a major step toward independent adulthood.

- Goals/Adulthood -

As mentioned, the goals of classroom management embody the goals of independent adulthood: self-respect, independence, ability to evaluate self and work, and power to put these abilities to work

to achieve goals.

Most entering students have low self-esteem. In the course of our program, as they achieve success and develop positive relationships their self esteem increases. This promotes self-respect. Our humanistic educational philosophy encourages self-knowledge. Involvement in decision making nurtures abilities to evaluate self and work, nurtures development of interpersonal skills and presents a basic knowledge of problem solving skills. These are all reinforced by the work experience and pre-employment skills. Independence may be economic: the ability to be self-supporting; but it is also independence of thought and independence of self-reliance.

Adults take on active, productive role in society. We hope our intervention at this point in students' lives will prevent their being an economic drain on society through social services systems and penal systems.

- Improvements -

Our wish list of improvements would include provisions for child care for those students who are parents, and introduction of parenting skills and of life-skills which are of practical necessity, employment of a counselor who is a relevant staff person participating in classes as well as counseling sessions, a more formal recognition of graduates of the program, the enhancement of mentors from business and professional communities,

a follow-up on employment skills for graduates, and the addition of hardware such as computer, typewriter, copier, video equipment, etc.

Changes can be double edged propositions. To a large extent our success is due to the simplicity and intimacy and the small size of our program. Bigger is not always better and often in programs of this nature expansion inadvertently destroys that which was the reason for success.

- Conclusion -

Success can be measured by many different standards in a nontraditional educational program. When we reach out and identify youth at risk to provide a positive transition from troubled adolesence to independent adulthood we measure our success by the often subtle, changed behavior of our students. By working with them in the concept of "least intervention" in the areas of academics, job skills, work experience and counseling we meet that need which is not addressed in the traditional school system, the need of the hard to serve adolescent of the 1980's who does not fit into the traditional role prescribed by society.

Appendix

Intake Assessment Tools

The Self Directed Search by John L. Holland, PhD.
Consulting Psychologist Press, Inc.
577 College Avenue
Palo Atlo, CA 94306

PAYES: Program for Assessing Youth Employment Skills
Cambridge
888 Seventh Avenue
New York, NY 10106

STUDENT'S NAME_____

EVALUATOR'S NAME_____

1. CAREER DECISION-MAKING/LABOR MARKET AWARENESS

Participant demonstrates proficiency in Career Decision Making and Labor Market Awareness by attaining a rating of 80% (with no rating less than '3') on the following indicators, evidenced by questions and answers.

Indicators	Rating (1-5)
1. Identification of 3 personal aptitudes relevant to work	_____
2. Identification of 2 career interest areas	_____
3. Identification and discussion of 5 values in relationship to work with an explanation of their importance (ex.-money, status, power, leadership, security, type of work environment, etc.)	_____
4. Listing 6 employer expectations and their importance on the job	_____
5. Listing 6 reasons why people lose jobs	_____
6. Identification of (at least) 2 occupational clusters (career goals) and 2 occupations in each cluster consistent with stated values, interests and aptitudes	_____
7. Listing at least 5 characteristics each for 2 of the selected occupations	_____
8. Identification and discussion of 5 personal skills and/or abilities in relationship to the 2 chosen occupations	_____
9. Identification of (at least) 5 employers in each of the 2 chosen occupations by name, address, and phone number	_____
10. Listing (at least) 5 advantages and 5 disadvantages of being hired by 2 area employers in the chosen occupations(s) (ex.- pay scales, benefits, working conditions, commuting distance, etc.)	_____
11. Identification of (at least) 2 training sites or resources available for the 2 occupational areas and relevant entry requirements (if any)	_____
12. Formulation of a logical and realistic career plan listing specific steps needed to maximize positive resources, overcome obstacles and achieve career goal (attach copy)	_____

Total Possible Points __60__

Total Achieved _____(with no rating less than '3' allowable for attainment of competency*)

Percentage _____

Competency Attained: Yes_____No_____Date:_____

*Notes/comments must be attached for each rating less than a '3'.

ASSESSMENT AND EVALUATION FORMAT

STUDENT'S NAME_____

EVALUATOR'S NAME_____

2. IDENTIFICATION OF JOB OPENINGS

Participant demonstrates proficiency in identification of Job Openings by attaining a rating of 80% (with no rating less than a '3') on the following indicators, evidenced by questions and answers, and observation of performance in mock situations.

Indicators	Rating (1-5)
1. Recognition of 10 commonly used abbreviations	_____
2. Reads and translates 3 want ads with 100% accuracy	_____
3. Lists with address and phone number - 2 public and 3 private employment agencies	_____
4. Develops personal telephone scripts for a cold call, a want ad response call, a former employer call, and a return call	_____
5. Demonstration of appropriate oral techniques in a simulated job-seeking telephone call (utilizing the personal telephone scripts)	_____
6. Identification of 3 personal networking contacts (relevant to the participant's career plan if the career plan has been completed)	_____
7. Demonstration of appropriate behaviors in a simulated direct contact job-seeking situation (includes identifying: oneself, job sought, etc.)	_____

Total Possible Points___35___

Total Achieved _____(with no rating less than a '3' allowable for attainment of competency*)

Percentage _____

Competency Attained: Yes_____No_____Date:_____

*Notes/comments must be attached for each rating less than a '3'.

ASSESSMENT AND EVALUATION FORMAT

STUDENT'S NAME_____

EVALUATOR'S NAME_____

3. RESUMES

Participant demonstrates proficiency in Resumes by attaining a rating of 80% (with no rating less than a '3') on the following indicators, evidenced by question and answer and product review. (Copy of final resume to be attached.)

	Indicators	Rating (1-5)
1.	Knowledge of 3 different resume formats and the usage for each.	_____
2.	Appearance of resume is neat	_____
3.	Resume is legible and readable	_____
4.	Spelling, grammar and punctuation are correct	_____
5.	Resume is organized according to selected format	_____
6.	Names are accurate and complete	_____
7.	Addresses are accurate and complete	_____
8.	Telephone numbers including a personal contact number are accurate and complete	_____
9.	Dates are accurate and complete	_____
10.	Job titles and related duties and responsibilities are accurate and complete (if applicable)	_____
11.	School/training summary is accurate and complete	_____
12.	Special interests, skills and qualifications are work related	_____
13.	Information is included concerning the availability of references	_____

Total Possible Points____65_____-if has applicable work experience

____60_____-if has no applicable work experience

Total Achieved _____(with no rating less than a '3' allowable for attainment of competency*)

Percentage _____

Competency Attained: Yes_____No_____Date:_____

*Notes/comments must be attached for each rating less than a '3'.

ASSESSMENT AND EVALUATION FORMAT

STUDENT'S NAME_____

EVALUATOR'S NAME_____

4. JOB APPLICATIONS

Participant demonstrates proficiency in Job Applications by attaining a rating of 80% (with no rating less than a '3') on the following indicators, evidenced by question and answer and product reviews. (Copy of final S.D.A. application to be attached.)

	Indicators	Rating (1-5)
1.	Listing of 2 personal and 2 work related references which include job title, address and phone number	_____
2.	Follow directions	_____
3.	Readable/legible (printed or typed)	_____
4.	Appearance is neat (uncrumpled, unsoiled, etc.)	_____
5.	All applicable blanks are filled in completely	_____
6.	Signed and dated	_____
7.	Spelling, grammar and punctuation	_____
8.	Names are accurate and complete	_____
9.	Addresses are accurate and complete	_____
10.	Dates are accurate and complete	_____
11.	Job titles, duties and responsibilities are accurate and complete (if applicable)	_____
12.	School/training summary is accurate and complete	_____
13.	Special interest, skills, and qualifications are work related	_____

Total Possible Points___65___

___60___If has no work experience

Total Achieved _____(with no rating less than a '3' for attainment of competency*)

Percentage _____

Competency Attained: Yes_____No_____Date:_____

*Notes/comments must be attached for each rating less than '3'.

ASSESSMENT AND EVALUATION FORMAT

STUDENT'S NAME_____

EVALUATOR'S NAME_____

5. INTERVIEWS

Participant demonstrates proficiency in Interviewing by attaining a score of 80% (with no rating less than a '3') on the following indicators, evidenced by observation of performance in a mock interview, (preferably video-taped - using S.D.A. Standard Outline for Job Interview and Interview Questions.)

Indicators	Rating (1-5)
1. Exhibits a proper appearance for an interview (including good hygiene, cleanliness, neatness, etc.)	_____
2. Effectively communicates, in complete sentences free of slang or street language, appropriate response to interview questions	_____
3. Communicates knowledge of experience, skills and attributes	_____
4. Demonstrates knowledge of company and job being sought	_____
5. Demonstrates appropriate opening to interview (ex.: introduction, handshake, etc.)	_____
6. Demonstrates appropriate closing to interview (ex.: thanks interviewer, clarification of next contact, etc.)	_____
7. Demonstrates appropriate non-verbal behavior as shown by eye contact, handshake, good posture, etc.	_____
8. Asks appropriate questions including pay, benefits, work hours and conditions, advancement, job duties, etc.)	_____

Total Possible Points____40_____

Total Achieved _____(with no rating less than a '3' allowable for attainment of competency*)

Percentage _____

Competency Attained: Yes_____No_____Date:_____

*Notes/comments must be attached for each rating less than a '3'.

ASSESSMENT AND EVALUATION FORMAT

STUDENT'S NAME_____

EVALUATOR'S NAME_____

6. PUNCTUALITY

Participant demonstrates proficiency in Punctuality by attaining a rating of 80% (with no rating less than a '3') on the following indicators (covering a pre-determined period of at least 6 weeks) evidenced by time cards and observations of performance.

Indicators	Rating (1-5)
1. Is present at program/work station at appointed time	_____
2. Is ready to commence activities at appointed time	_____
3. Gives employer prior notification of tardiness (when possible)	_____
4. Provides legitimate excuse for tardiness	_____

Total Possible Points____20____

Total Achieved _____(with no rating less than a '3' allowable for attainment of competency*)

Percentage _____

Competency Attained: Yes_____No_____Date:_____

*Notes/comments must be attached for each rating less than a '3'.

ASSESSMENT AND EVALUATION FORMAT

STUDENT'S NAME_____

EVALUATOR'S NAME_____

7. ATTENDANCE

Participant demonstrates proficiency in Attendance by attaining a rating of 80% (with no rating less than a '3') of the following indicators (covering a pre-determined period of at least 6 weeks) evidenced by observation of performance.

Indicators	Rating (1-5)
1. Attends work as scheduled	_____
2. Gives employer notification of any absences prior to scheduled start of work day	_____
3. Provides legitimate excuses for absences	_____

Total Possible Points____15_____

Total Achieved _____(with no rating less than a '3' allowable for attainment of competency*)

Percentage _____

Competency Attained: Yes_____No_____Date:_____

*Notes/comments must be attached for each rating less than a '3'.

ASSESSMENT AND EVALUATION FORMAT

STUDENT'S NAME_____

EVALUATOR'S NAME_____

8. ATTITUDES

Participant demonstrates proficiency in Attitudes by attaining a rating of 80% (with no rating less than a '3') on the following indicators (covering a pre-determined period of at least 6 weeks) evidenced by observation.

Indicators	Rating (1-5)
1. Adherence to site rules, regulations, policies, conduct code, and safety practices	_____
2. Active/interested participation	_____
3. Proper work/study habits	_____
4. Assumption of responsibility (seeks additional duties/assignments when able)	_____
5. Showing initiative and concern for quality or work	_____
6, Willingness to learn	_____
7. Attentiveness	_____

Total Possible Points___35___

Total Achieved _____(with no rating less than a '3' allowable for attainment of competency*)

Percentage _____

Competency Attained: Yes_____No_____Date:_____

*Notes/comments must be attached for each rating less than a '3'.

ASSESSMENT AND EVALUATION FORMAT

STUDENT'S NAME_____

EVALUATOR'S NAME_____

9. APPEARANCE/INTERPERSONAL RELATIONS

Participant demonstrates proficiency in Appearance/ Interpersonal Relations by attaining a rating of 80% (with no rating less than a '3') on the following indicators (covering a pre-determined period of at least 6 weeks) evidenced by observation of performance.

Indicators	Rating (1-5)
1. Cleanliness/personal hygiene	_____
2. Wearing appropriate clothing	_____
3. Good grooming/neatness	_____
4. Getting along with others	_____
5. Accepting supervision, guidance, constructive criticism, and chain of command	_____
6. Communicating clearly	_____
7. Cooperating	_____
8. Courteous	_____

Total Possible Points____40_____

Total Achieved _____(with no rating less than a '3' allowable for attainment of competency*)

Percentage _____

Competency Attained: Yes_____No_____Date:_____

*Notes/comments must be attached for each rating less than a '3'.

ASSESSMENT AND EVALUATION FORMAT

STUDENT'S NAME_____

EVALUATOR'S NAME_____

10. TASK COMPLETION

Participant demonstrates proficiency in Task Completion by attaining a rating of 80% (with no rating less than a '3') on the following indicators (covering a pre-determined period of at least 6 weeks) evidenced by observation of performance.

Indicators	Rating (1-5)
1. Completing all assigned tasks	_____
2. Completing all tasks within specified timeframes	_____
3. Following instruction correctly	_____
4. Asking appropriate questions if necessary	_____
5. Completed tasks are neat and accurate	_____
6. Completing tasks without constant supervision	_____
7. Correcting identified errors	_____

Total Possible Points____35____

Total Achieved _____(with no rating less than a '3' allowable for attainment of competency*)

Percentage _____

Competency Attained: Yes_____No_____Date:_____

*Notes/comments must be attached for each rating less than a '3'.

STUDENT PRESCRIPTION SHEET

Name _____ Date _____ Program _____

Test Administered: Reading _____ Written Language _____

Math _____

ACADEMIC ACTIVITIES:

Skill	Needs	Assignment	Progress

Proposed Schedule 1987 - 1988

- Eidos - Rome Site -

M	T	W	TR	F
Math	Reading	Science	Math	Reading
Social Studies	Writing (Spelling pre-test)	Life Skills	Social Studies	Writing (Spelling test)
Job Skills	Job Skills	Science	Job Skills	Job Skills --- Clean Up

A.M. 9:00 - 11:30

9:00 - 9:45 (45)

9:55 - 10:40 (45)

10:50 - 11:30 (40)

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(2) 10 minute breaks

P.M. 12:15 - 2:45

12:15 - 1:00 (45)

1:10 - 1:55 (45)

2:05 - 2:45 (40)

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(2) 10 minute breaks

School Day 9:00 am - 2:45 pm

Lunch 11:30 am - 12:15 pm